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## THE PAST SUCCESS OF SUNDAY SCHOOLS.\*

When we speak of the "past success" of Sunday Schools, I think it would scarcely satisfy earnest workers in that department of Christian labour, to be simply told (as an evidence of "success,") of the origin, growth and progress of Sunday Schools which have been established throughout the world, since Raikes first gathered his little flock together, to tell them the simple and touching story of the cross.

### WHAT WE SHOULD REGARD AS EVIDENCES OF "SUCCESS."

The "success" of which we would like to hear, and which would encourage us in our work, and animate our hopes for the future, would be rather a knowledge of the potent influences which Sunday Schools exert; and of the successes which they have achieved, not only in multiplying the springs of individual usefulness, but in developing the sources of Christian effort and enlightenment.

When a great and decisive battle has been fought, and a successful campaign terminated, statesmen and military leaders deal less with the individual facts of the battle-field;—of prisoners taken and guns captured from the enemy—than with the triumph of national policy of which they are the evidence, and of the principles of international law which have been placed in the ascendant. They also watch with interest the springs and internal forces of national life which have been developed and strengthened,—the theory of military science which has been demon-

strated, and the dormant powers of national endurance and skill that have been awakened and brought into active play in the contest.

And so it is in the great work of Sunday School effort. Our inquiries, therefore, into its "success" should be rather; what has it achieved in the great scheme of national evangelization?—What springs and resources of Christian life has it developed and strengthened? What theory of popular enlightenment has it demonstrated?—And what dormant powers of Christian endurance and individual effort, has it awakened and brought into activity?

In this brief paper, therefore, we propose to glance at a few of the principal facts which we think are at once evidence of the "success" of Sunday Schools, and a demonstration of their immense power for good.

### STATISTICAL FACTS ILLUSTRATIVE OF THE GROWTH AND PROGRESS OF SUNDAY SCHOOLS.

I think it desirable, however, as a preliminary, to gratify the desire of those who would like to know what are the direct practical results of Sunday School effort,—(so far as they can be demonstrated by statistical facts.) Such evidence, supported by other collateral facts, irresistibly proves how great have been the achievements of the gigantic enterprise itself, and how rapid has been its growth since the time when Sunday Schools were first established by Robert Raikes in 1781.

Upon consulting the best authorities on the subject, we gather the following interesting facts:—

In England, the number of Sunday Schools in connection with the various evangelical bodies is at present about 25,000. The number of teachers engaged in these schools is nearly 300,000; and the number of scholars not far from 3,000,000. In Wales the number of Sunday Schools is 4,500; teachers, 38,000; and scholars, 420,000. In Ireland the number of Sunday Schools is 3,300; teachers, 25,000; scholars, 240,000. In Scotland the number of Sunday Schools is 4,100; teachers, 40,000; scholars, 400,000. In the two Provinces of Ontario and Quebec the number of Sunday Schools is 2,800; teachers, 25,000; scholars, 200,000. In the United States the number of Sunday Schools reported is 55,000; teachers, 500,000; scholars, 4,000,000. In other countries not enumerated, the number of Protestant Sunday Schools has been estimated at 5,300; teachers, 52,000; scholars, 540,000;—making a grand

\* A paper read at the recent Convention of the Diocesan Sunday School Association at Toronto, by Dr. Hodgins, Deputy Superintendent of Education for Ontario, and one of the Vice-Presidents of the Association.

total of Protestant Sunday Schools throughout the world of 100,000 ; teachers, 1,000,000 ; and scholars, between 8 and 9 millions. For these cheering facts, and for this noble army enrolled under the banners of our Great King, we should thank God and take courage! How inspiring is this record of facts—so eloquent of the “past success” of this grand enterprise;—how should it animate us to go forward,—and how honoured should we feel in being permitted to take part in so noble a work!

Thus much for the material progress of Sunday Schools. So far as our own provinces are concerned the retrospect is encouraging ; though the results are far below what they ought to be in a country which, theoretically, so fully recognizes the duty of “teaching diligently” to the children the words of eternal life. Even yet, the whole number of Sunday Schools in the two provinces does not reach 3,000, while the number of public schools exceeds 8,000.\*

#### HIGHER EVIDENCES OF THE “SUCCESS” OF SUNDAY SCHOOLS.

We will now briefly refer to a few of those higher evidences of “success” in the great work of Sunday School instruction, which its past history and legitimate progress will fairly warrant us in presenting to you. And first, bearing in mind that the legitimate results produced by the working of a system, are rather to be relied upon, than even gratifying statistical indications of its progress, we would group together our evidences of the “success” of Sunday Schools as follows,—which we cannot but regard as the legitimate fruit of Sunday School work.

1st. Our Sunday Schools have provided not only the best *Training Schools for Christian Workers*, but the best elementary *Training School for the Pulpit*, that has been developed in any of the great Christian benevolent enterprises of the day.

2nd. Another evidence of success, is, the powerful *reflex influence of Sunday School teaching in the family*.

3rd. A third great result of Sunday School teaching is, the *bulwark which it throws around the sacredness of the Sabbath day*, and the powerful auxiliary which it is to the Pulpit in preserving the sanctity of that day.

4th. Another striking evidence of the success of Sunday Schools is, the *promotion of spiritual life among the scholars* ; and the number which through its instrumentality, have, with God’s blessing been brought into His Church.

5th. The fifth and last evidence of the success of Sunday Schools which I will adduce, is the great and glorious one that so many thousands of precious souls have, through the infinite merits of the Saviour, *passed from the Sunday School directly into the presence of their loving Father*,—which, but for its instrumentality and God’s blessing, might never have known the way of salvation.

Our time being limited, we can only touch upon each of these five points briefly :

#### THE SUNDAY SCHOOL THE BEST TRAINING SCHOOL FOR CHRISTIAN WORKERS.

And first, we cannot but regard the Sunday School as having provided, not only the best training School for Christian workers, but the best elementary Training School for the Pulpit, that has been produced under any other system of Christian effort.

These two features of the work I regard apart from the work itself. They are its legitimate outgrowth, and are among the most useful and valuable of its achievements.

There is reason to believe, that the extensive development which active Christian effort has reached in England and the United States at the present day, is due, under God, to the spirit and zeal with which Sunday School work is prosecuted in these countries. The young neophyte in Christian work feels that in the Sunday School there is a field of labour not beyond his untried skill, and of a kind just suited to develop his benevolent desires to do good to others. If superadded to this, his heart is aglow with love to the Saviour, and filled with a desire to bring the immortal minds entrusted to his Christian culture, into close contact with Him, who not only “forbids them not,” but who lovingly invites them to his arms, then there is implanted in his heart the germ of the largest Christian philanthropy, and of the most expansive Christian benevolence.

#### THE GREAT RESPONSIBILITIES OF THE TEACHER.

And who can venture to sit down before a class of little precious souls to talk to them of the Saviour—of His gracious words—and of His loving message, who does not himself acknowledge that Saviour to be his ; who never listened with swelling heart to His

gracious words, and who never believingly received His loving message? And yet, alas ! how many do so, apparently unconscious of the awful responsibility of teaching immortal souls to believe, what they themselves practically deny ! Oh, how fervently ought teachers to pray every time they sit down before their classes, that Divine light would illuminate their minds, and that its bright rays would shine through their words into the hearts of the dear little ones committed to their instruction and care!

#### THE SUNDAY SCHOOL THE BEST ELEMENTARY TRAINING SCHOOL FOR THE PULPIT.

And, then, how natural is the transition from the simpler teaching of the Sunday School to the higher teaching of the pulpit ! There (in the Sunday School), to the unconscious possessor, is often discovered the germs of those higher qualifications for teaching others which receive their largest development in the sacred desk. Who that fully enters into the work and spirit of the Sunday School, is a laggard in other departments of Christian work ? His heart expands towards each new enterprise for doing good—practice makes him familiar with some of the hidden secrets of power over others—experience warns him against doubtful success—difficulties conquered animate him—love for Christ in his heart impels him to labour, and when it is abundant and overflowing, it “constrains” him, as it did the great apostle, “to do all things” for Christ, who strengthens him for the effort—sustains him in every difficulty, and crowns his labor with abundant success !

Thus we see that the very spirit of the Sunday School enterprise—its specific work of teaching others their duty to God, and their duty to their neighbour—its enkindling of love to the Saviour and devotion to His cause—the active personal effort which it requires—the mutual sympathy which it calls forth—the working with and for others,—and the higher Christian motive which inspires and prompts its whole design—all unite to make the Sunday School the great training school of Christian effort ; while the spirit of power and love thus gained by the Christian teacher fully demonstrates to him, in his toil and labour, the reality of the gracious and reviving promise that “he that watereth others shall be watered also himself !”

#### REFLEX INFLUENCE OF THE SUNDAY SCHOOL IN THE FAMILY.

Another evidence of “success” in the Sunday School is the reflex influence of its teaching in the Family,—silent, it is true,—but, when accompanied by faith and prayer, no less potent in its persuasive power as an auxiliary, to the pulpit in its special mission.

#### ALLEGED INTERFERENCE OF SUNDAY SCHOOL TEACHING WITH PARENTAL INSTRUCTION.

And here, I am aware, many will feel that in some respects the Sunday School usurps the legitimate functions of parental teaching. Would that there were better grounds for the charge ! But I am not going just now to discuss this question. The popular fallacy in the statement has been fully exposed in recent Church Congresses, Conferences, and Sunday School Conventions. I would simply say, that were that parental teaching which is so desirable more practised, we should then be better able to discuss the question on its merits. I can speak only of the facts of the case : that parental teaching is not generally given, I am sorry to say, even where it might and could be given. And then look at the many sad and lamentable cases in which the parents are either wholly unable or utterly unfit to give it. Were it not for the open doors of the Sunday School, the children of such parents would grow up in utter ignorance of the blessed Saviour, and of the winning words of invitation which He has given to them to “come” to Him.

#### THE GREAT LEAVEN OF RELIGIOUS TRUTH BROUGHT INTO THE HOUSEHOLD FROM THE SUNDAY SCHOOL.

In speaking of the reflex influence of Sunday School teaching in the family, I do not so much refer to the lack of service on the part of the parent which it supplies. But I refer more particularly to the great leaven of religious truth and teaching, which it silently brings into the household. The out-spoken utterances of childhood—the unceasing inquiries which they make in regard to any subject which occupies their mind—(and which is always a reality to them)—is sure to bring to bear directly, or incidentally, the teachings of the Sunday lesson upon the other members of the household. Thus home teaching is supplemented ; and where it does not exist, the good seed is often silently dropped into a heart—sometimes careless—often hard, but generally tender and loving towards the little speaker. If the teacher is earnest in his work, and has drawn out the young heart and filled it with love to the Saviour, oh how touching and persuasive a sermon may that teacher often preach in many a household through the earnest eyes and loving lips of his

\* In Ontario the number of public Schools reported for 1869 was 4,524. In the Province of Quebec the number of “institutions” reported by the Minister of Public Instruction for 1868, the latest published was 3,913 ; total for both provinces, 8,437.

Sunday School scholar! At a recent Sabbath School Convention in the United States, the Rev. Dr. Tyng (so justly honored as a great Sabbath School worker) gave some touching and striking illustrations, which came under his own observation, of the blessed power on the household of faithful, earnest teaching. I will quote one little incident he mentions: Two little boys wrote to their father from a boarding school, that they were attending a Sunday School, and that God was pleased through its instrumentality to bring them to Himself. "God, (he says) was pleased to make it the instrument of life to that father's soul." But yesterday he said to me, "My dear friend, can I be received into the Church?" "Can you?" (I said): "If thou believest with all thine heart thou mayest." He lifted up his hands and his eyes and said: "I believe in the Lord Jesus Christ without qualification; I surrender my soul entirely to him; I hope to find mercy in that great day, before the mercy seat of Jesus Christ my Saviour." \* \* \* This is the work of little Sunday School children. I was there to tie up the clusters on the vine they had planted, to gather the fruit from the orchard they had been permitted to set out. "One soweth and another reapeth." And the sweet little Sunday School boy, in writing home, little knew what he was doing, as he signed himself "Your dear child, and the loving child of the dear Saviour!"

#### POWER OF EARNEST, FAITHFUL SUNDAY SCHOOL WORKERS.

And then, if the indirect teaching of the Sunday School may be made by earnest, faithful men such a blessing to those not under its influence, how much more potent may that influence become when exercised directly upon the scholar by teachers such as I have described? Dr. Tyng, in speaking of men of position and influence in the community, which he had as teachers in his Sunday School, and which he says, truly, should always be the Aarons, and Hurs, and Miriams of the congregation, thus mentions some of them. He says: "I remember one such man in Philadelphia—John Farr. I used to call him a man of pure gold. He took my bible-class at St Paul's. \* \* \*"

Every youth that came under his direction seemed to gain the blessing of God under that direction. He raised up an army of young men who are still coming to me, though 40 years have gone by since I began to work with Farr; they are coming to me year after year—men in middle life—rectors of churches, to speak of that man, and to give thanks to God for the direction which he gave their lives." Another striking instance he mentions of a young girl, whom storms of snow or rain never deterred from her noble work. One after another of her scholars, he says, would come to him, and when he would ask the question: "what has led you to seek a Saviour's love? they would mention this sweet and charming name, until, he says, I traced 25, at least, of my young people who were converted through her prayers and labors, and among them that beloved son of mine, at whose bed-side I sat for sixteen long hours, wondering why God had taken him and left me behind! This was the character of that girl. Nothing kept her back!"

And here we might ask: If the influence of Sunday School instruction can become, by means of devoted teachers, so diffusive in families generally (which have some respect for religion), how much more important and essential does it become when exerted upon irreligious parents and ungodly households, which never come within the range and power of the pulpit? What a wide field—what an inspiring motive for Christian usefulness does this feature of Sunday School work open to the zealous, faithful teacher? In instructing a child in the precious truths of the Gospel, how silently and effectively can a teacher preach a solemn lesson to the parent! In his visits to an absent scholar too, how precious an opportunity he has for reaching the parent's heart through that child, and of dropping a word of counsel, of warning or encouragement into his ear, which with God's blessing will never be lost. In this aspect of the question, what a potent means of home evangelization does the Church possess through the agency of the Sunday School!

#### ACCUMULATIVE INFLUENCE OF SUNDAY SCHOOLS ON NATIONAL LIFE.

And if the results of Sunday School instruction are, as I have indicated them—first upon the child, then upon the parent, and lastly upon the household, what must be the effect of its aggregate results upon families, neighbourhoods, communities, masses of the people, and upon the whole national life? I leave the practical, Christian statesman to sum up his estimate of the value of that powerful lever for good which God has thus put into the hands of his Church, through the instrumentality of our Sunday Schools. What a motive for increased exertion—for increasing activity and unswerving faith in God's own emphatic declaration that His "word"—(whether taught in faith by the eloquent preacher, or by the humble Sunday School teacher)—shall not return unto Him void,

but it shall accomplish that whereto He (the great teacher) hath sent it"?

#### SUNDAY SCHOOLS THE GREAT AUXILIARY BULWARK OF THE SANCTITY OF THE SABBATH DAY.

Another striking result of the success of Sabbath School instruction is, that it is one of the great bulwarks of the Sabbath, and is the most powerful auxiliary to the pulpit (beyond all human law) in preserving the sanctity of that holy day. How many hundreds of thousands of the millions of children now happily in the Sabbath Schools would (without its restraining and elevating influences) be led into the open violation of that sacred day? How strikingly appropriate to youth is the solemn word of warning with which the fourth commandment is enforced? "Remember"—that is, recall to mind, never forget—"to keep holy the Sabbath day;" and how glowing are the words of commendation to those who "call the Sabbath a delight, holy of the Lord, honourable," that they "shall ride upon the high places of the earth," and be fed "with the heritage of Jacob, thy father, for the mouth of the Lord (what a blessed assurance and certainty!) hath spoken it!"

Few can realize how much we owe, under God, to Sunday School instruction and influence for impressing indelibly on the youthful mind the idea of the sanctity of the Sabbath day. Their reverence for that holy day is a customary part of its teaching, and is an abiding influence upon the scholar, it so moulds his thoughts and fixes his habits, that even the secularities of after life never wholly efface from their memory the associations of reverence for the Sabbath, and the sacred duties of that day.

#### SUNDAY SCHOOL TEACHING A GUARANTEE FOR OUR CIVIL AND RELIGIOUS FREEDOM.

In summing up the past successes of the Sunday School, we should never forget that the early religious instructions there given, (and followed up in after years from the pulpit,) afford us the strongest guarantee for the maintenance of civil and religious freedom. It is not necessary to enlarge upon this point, as it would open up a wide field for discussion; but we know that where Sunday Schools prevail, and the pulpit does its duty, there, civil liberty and religious freedom abound.

#### PROMOTION OF SPIRITUALITY OF LIFE AMONG SUNDAY SCHOOL SCHOLARS.

As to the past success of Sunday Schools in promoting spirituality of life, and of being a means for inducing scholars to attach themselves to the Church of Christ, I need scarcely add anything. At the great Church Congress held last year in Liverpool, a clergyman stated that "in answer to an inquiry which he had addressed to a great number of clergy four years before, as to what proportion of the working classes had been brought to the Lord's table through the agency of the Sunday School; the answers showed an average of 78 per cent." He further adds: "it is not my statement, but that of the Commissioners of Education and the Inspectors of Schools, that the strength of the Church in a parish is generally to be estimated by the extent of the Sunday School. They almost invariably assert that it is the Sunday School which fixes the creed, and lays broad and deep the religious character." The late Archbishop Sumner, when Bishop of Chester, declared that Sunday Schools "formed the spiritual salt of Manchester." At the same Church Congress, a gentleman speaking of the mission districts in that city said: "I met the clergyman of one of these districts the other day, and he said to me, I have 700 Sunday School Scholars, and you could not keep them from coming to Church except with the horse whip!" The venerable rector of St. George's Church, New York (whom I have already quoted), in speaking of a movement in his Sunday School in Philadelphia (which resulted in the conversion of 16 youths), says: "These 16 youths, were the forerunners of 147 of the members of the Sunday School whom I admitted to the Lord's table in that one year!" Again he says: "I can count up now over 50 faithful young men, that I have been permitted to bring through Sunday Schools, that are settled as earnest ministers of Jesus Christ." Further on he says: "when I look at the influence of the Sunday School. Blessed facts come up to me. I have looked after the character of a whole class of girls of the first circumstances in the city of New York. They were in the hands of one teacher, ten of them. Every one of these ten girls had been brought to a knowledge of a Saviour's love, and is this day an effective and useful Christian in the Church of God."

#### NUMBER OF CHILDREN WHICH HAVE GONE FROM SUNDAY SCHOOLS TO HEAVEN.

The last point on which we desire to base our evidence of the

success of Sunday Schools is the number of children which have gone from them safely home to heaven. It is estimated that more than half of the human race die in infancy and youth. We do not mean to say that even a large proportion of these children attend Sunday Schools; but we do say that many thousands of those who do thus die, have received their early religious instructions in the Sunday School; and that under God, they owe the spiritual light which they have enjoyed to the direct agency of the Sunday School.

What an encouragement, therefore, for us to work in this blessed cause, and to endeavour to guide the little feet of the youthful pilgrims safe to the heavenly Canaan, where the teacher himself—afterwards may,—

"Safe in that better country, his loved ones all shall find,  
"And some in that bright multitude he feared were left behind,  
"Shall join with his their praises, within the jasper wall,  
"As Cherubim and Seraphim before the Holiest fall.

"With folded wings expectant, the angel bands will come,  
"To listen to the tale of grace that wooed the children home;  
"And sitting at the Saviour's feet his joyful lips shall tell  
"How much He hath forgiven, who doeth all things well!"

#### A FEW ENCOURAGING WORDS TO THE TEACHER.

And now a word of encouragement to the teacher: who is it for whom we work? None less than the Great Master himself!—who deigns to honor us with his gracious commands, and encourages us with his never failing promises. And how lovingly has he united them both,—the command and the promise! "Go, He says, work *to-day* in my vineyard, and whatsoever is *right* I will give unto thee." And has he not given us his own example? He ever did "the work of Him that sent him," and "went about" every day "doing good." With what little service too will he be satisfied!—far less than any earnest Christian would himself be satisfied with. And yet He says: "whosoever shall give to drink unto one of these *little ones*, a cup of cold water *only*, in the name of a disciple, *verily* I say unto you, he shall in *no wise* lose his reward." Again condescendingly speaking of service to the sick, hungry and strangers as service to himself. He says: "inasmuch as ye have done it *unto one of the least* of these my brethren, ye have done it unto me."

How confidently, therefore, can we as teachers receive and obey without hesitation or question, the inspired command which the wise King Solomon thus speaks to us:—"Cast thy bread upon the waters: for thou *shalt* find it after many days" and "In the morning sow thy seed, and in the evening withhold not thine hand, for thou knowest not whether shall prosper, this or that, or whether they both shall be alike good." Therefore, we would say—

"Sow ye beside all waters,  
Where the dew of heaven may fall;  
"Ye shall reap if ye be not weary,  
For the Spirit breathes on all;  
"Sow—though the thorns may wound thee;  
—One wore the thorns for thee!  
"And though the cold world scorn thee—  
Patient and hopeful be:  
"Sow ye beside all waters,  
With a blessing and a prayer:  
"Name Him whose hand upholds thee  
And sow thou *everywhere*!

\* \* \* \* \*  
"Watch not the clouds above thee,  
Let the whirlwind round thee sweep;  
"God may the seed time give thee,  
But another hand may reap;  
"Have faith—though ne'er beholding  
The seed burst from its tomb,—  
"Thou knowest not which may prosper,  
Or whether *all* shall bloom:  
"Room on the narrowest ridges,  
The ripening grain will find—  
"That the Lord of the harvest, coming  
In the harvest, sheaves may bind!"

## I. Education in various Countries.

### 1. WHAT GERMAN SCHOOLS ARE.

Germany has the most perfect school system in the world. For more than three hundred years the foundations of this system have been established, and the beautiful structure has been rising, until now, not a German child, living in his native country, is unable to obtain the means of a good mental culture.

There is such a relation established between the school authorities of a parish and the national minister of public instruction, extending through all the grades of authority, that the lowest pri-

mary schools are under the complete control of the highest school authority. By such a complete organization the government can apply most thoroughly all its school laws.

In this country we are entirely wanting in that organization by which either State or national laws can be applied, so as to effect the character of our public secondary schools; and our private schools are under no supervision whatever. They may be taught by those who have neither talent nor acquisition necessary for successful teaching, and they may be managed so as to send into society the most superficial men and women, and we have no help for the mischief.

All Prussian children are treated by the government as though they belonged to Prussia, and would in the future become Prussian citizens. The Prussian government takes it for granted that it has the right, yea, more, that it is a public duty, to establish schools in which every child may receive such a culture as will fit him to be a good Prussian citizen. The government also claims the right to exercise the same control over the private, as over the public schools.

Before one can open a private school he must pass a public examination, and be found competent to teach, not a particular grade of schools, but to *teach* school. In addition to this examination, he must present his course of study, and his daily order of studies, to the proper authority for approval before he can commence his work. After this has been done, he must take a solemn oath, by which he pledges himself to teach so as to secure the best results within his power to attain. Then, during his term's work, his school is subjected to the same kind of supervision as is applied to the public school. At the close of each term, the inspector and the parents of the children are expected to be present to judge of the fidelity of the teacher.

The law in regard to attendance is enforced by the school committee of the parish, who are required to keep an accurate account of attendance, and to make report of all failures, and to apply penalties.

Prussia is well provided with Normal schools in which teachers may receive a thorough preparation for their work; and in no other country is there so much professional enthusiasm. Teachers during the time of preparation are exempted from military service, and after graduation, preference is given to them over teachers who have had no special training. All incompetent teachers are to be promptly removed from their schools, and all old teachers who have spent the best of their strength in the service of their country, are to be supported in their old age at their country's expense.

All school authorities, including the teachers themselves, being a branch of the general government, are much respected, and are able to exert a commanding influence. The German teachers study most carefully the philosophy of their work. Having received an impulse from the great Pestalozzi, they have adapted their courses of study, and their methods of teaching to the wants of the human mind. They make human culture the end of study and teaching. Two ideas guide them in making out their course of study. One has reference to the selection of topics, the other to the arrangement of these topics. Such a selection of topics is made as will lead the mind of the student to all kinds of activity in studying them. These topics are arranged in the course so as to meet the wants of the mind as its powers are developed. The method of teaching employed requires the actual presence to the senses of all objects, and to the intellect of all subjects of study.

While in Dresden, I saw a lesson in language given in one of the private schools, to a class of little girls. The teacher was a strong man, and a distinguished graduate of a German University. He presented to his young pupils a bird's nest, and a branch upon which the nest was built. He led the pupils to know of the nest through their own senses. Then he taught the "nest;" then he taught the form of the nest, of what it was composed, giving names as he taught. Then, in like manner, he presented the branch, the twigs, the bark, and the wood of the branches, the leaves, and the parts of a leaf. Then putting these objects aside, he drew upon the blackboard a beautiful picture of all that he had presented, requiring his pupils to give the names of things, as he represented them in his picture. After ideas had been thus excited, and their oral names had been learned, the written form of the names were taught. During this exercise, the pupils were so much excited that they could with difficulty contain themselves.

In another school, I observe the teaching in botany. The class was composed of boys of twelve years of age. The teacher had gathered, in his morning's walk, the plants he desired his pupils to study, giving to each boy a plant belonging to the class of plants he desired that day to teach. Taking one of the plants in his own hand, he led the boys, each one for himself, to observe until he found the marks to be used in classification. The teacher then simply gave a name to the class which the boys had themselves discovered.

Under such teaching, the boys studied with their whole strength, for more than an hour, with unabated interest.

The best German teachers do not use text-books in the school-room. They have the objects of study before them, and in the presence of their classes. The intuitive ideas to be used as the basis of mental activity and knowledge, are in the minds of the pupils, the language and the science are in their own well-trained intellects, and it only remains for the teachers to direct the mind in the study of the things, and give to the acquired knowledge a language, and the young pupils will be led to know facts, and general principles, and science, by their own individual activity. Books are to be used, after a time, for reference.

There are no mixed schools in Germany. The boys and girls are not permitted, as in this country, to work out together, in the same classes, the problems of science, so that they may be trained to work out together in after years, successfully, the great problem of life.

The primary schools are generally taught by the most learned and skilled male teachers, who give the elementary instruction with all the enthusiasm that this important instruction is adapted to excite. Such instruction in Germany is never intrusted to unskilled hands; nor do the authorities allow a frequent change of teachers in the primary schools. In Bavaria, the teachers continue to teach the same class from the time it enters the school until the day of its graduation. The organization of the schools, and the modes of teaching, make the German schools a happy place both for teachers and pupils. The teachers are most thorough in their work, and the pupils are trained to think until the truth connected with the subjects of study is discovered. In this way the German student is trained to thoroughness and to patience, two things not always found among the acquisitions of American scholars.

The Prussian system of education has made every man able to think for himself, for he has received at least all the culture a Prussian common school can give to him. He is a patriot, for he has been taught from early years to sing patriotic songs, and to love his native country. He is a successful soldier, for he has received in the schools a thorough and general discipline. The Prussian army is an army of well-educated men. Scarcely one in a hundred thousand can be found unable to read and write. They gained an easy victory over the Austrians, because they opposed generally intelligence, to physical force.—*J. W. Dickinson, in Congregationalist.*

## 2. EDUCATION IN A MILE SQUARE OF LONDON.

A square mile in the east end of London, including the worst parts of Bethnal Green and the adjoining neighborhoods, has been carefully explored, with a view to ascertain what is done therein for the education of children. The number of these between the ages of three and twelve is 30,000, of whom about 11,000 get some kind of education. In an article on the subject, the *Times* points out that to provide proper school accommodation would cost £60,000, and require a rate of 3½d. in the pound for sixty years; to which must be added the annual cost of instruction, or £15,000. How could such poor neighborhoods pay a rate sufficiently high to meet this outlay? A grave question; but here is the answer. In that square mile the sum spent on an average every year in the beer-shops and public houses amounts to £450,000! If the people would save but one penny out of eight they now spend in drink, they could raise among themselves the money required for school-buildings; and one penny in every twenty-eight would pay for the schooling. No appeals to government or to charity would then be necessary. Could a more striking illustration be presented of the power of pence?

## 3. NATIONAL STATISTICS OF EDUCATION.

The Bureau of Education, through Commissioner John Eaton, Jr., has just published a "Circular of Information" of seventy pages, containing the most important statistics of Education in the United States, and the names and post-offices of all the executive school officers in the United States. It was called forth by the great demand for educational statistics which has grown up with the growth of the school system of the several States. Some of the facts presented are not particularly complimentary to our vaunted pre-eminence in wide-spread diffusion of popular education. For instance, the majority in the last general election was 309,723; had less than one-fifth of the illiterate voters combined, they could have determined the election. The non-reading and writing voters outnumbered the majorities in seventeen States. The financial value to our country of a high standard of education is illustrated by statistics of its relation to the Post Office Department. Taking the standard of New England as a basis, the same use of post-office facilities throughout the country would not only make up the five

millions of annual deficit, but would create a surplus of seven millions of income, which would allow of a reduction of one-third in the letter postage. On this point Commissioner Eaton says:

"The Government is, in a sense, taxing the literate or reading population of the entire country to furnish postal facilities to those who are illiterate or cannot read and write. Indeed, the tax falls doubly on New England and middle States, comparing by sections. The first pay more postage than the average cost per capita, and they secondly pay by tax the largest share of the \$5,000,000 of deficit. If the entire population in all sections yielded the same postal income—that is, 87.7 cents per capita, as the population of New England—the Post Office Department would have no deficit, but be self-supporting, and yield a surplus of \$7,816,596 (26,257,000—\$18,440,404), or enable us to run the Post Office Department with present expense and reduce postage one-third. The total (\$18,440,404.90) of the expenses column (Auditor's Post Office Report), divided by the total population in 1860 (11,149,803), gives 58.6 cents—say, for convenience sake, 59 cents—as the average per capita which it costs to run the Post Office Department. But there is in the New England States an excess over the average per capita, in the middle States a per capita excess of 19 cents, and in the North-Western States a per capita excess of 9.4 cents, while the Coast Planting States fall 36.6 cents below the average per capita cost, and the Central Slave States fall 35.9 cents below the average per capita cost, and Texas falls to 40.9 cents below.

"The statistics of illiteracy in the Southern States are a sufficient commentary on the depressing influence which slavery has exerted on popular education. Of adults not able to read and write, Alabama has 228,152; Florida, 32,795; Georgia, 240,193; Kentucky, 161,370; Louisiana, 195,991; Mississippi, 219,487; Missouri, 104,911; North Carolina, 210,397; South Carolina, 193,561; Tennessee, 183,805; and Virginia, 303,015; while in the whole country there are 2,952,239 adults who can neither read nor write. A large proportion of these are coloured people who have been in a state of slavery. The greatest percentage of illiterate persons is in Mississippi, where it is 60.85. The percentage of illiteracy is the smallest in New Hampshire, where in every 100 there are only 2.26 persons who are unable to read and write. The next best educated States come in the following order: Maine, Connecticut, Wisconsin, Michigan, Vermont, Minnesota, Pennsylvania, Ohio, New York, Kansas, Rhode Island, Iowa, and Massachusetts.

The per capita of Internal Revenue paid is—in the Middle States, \$4.62; North-Western States, \$4.30; Central Slave States, \$2.81; Coast Planting States, \$9.08."

There is a table showing the percentage of the Prussian conscript who can neither read nor write as compared with the French. In the former it is 3.81, while among the latter it is 30.5, showing that in Prussia education is very general. More attention has of late years been given to collecting information in regard to education; and it is gradually being classified and arranged so as to be useful. The statistics now in process of collection are upon the comparative method by which they are rendered in the highest degree useful. The Bureau of Education, with its power of international communication with other countries in relation to their educational facilities, will doubtless be able to collect a vast amount of information not usually within the reach of statisticians: and, with this as a basis, we ought to see a material acceleration of our educational progress at no distant period. One drawback to sound advancement in this direction is the idea so firmly fixed in the popular mind that the United States are immeasurably ahead of all other nationalities in the diffusion of popular education. Comparative statistics will show approximately, if not exactly, the true status of our schools, and the condition of our adult population educationally. Illinois, for instance, contains nearly 60,000 adults who can neither read nor write; while Massachusetts contains nearly 47,000 of the same class; and other States, with high pretensions in educational matters, are in no better condition. If all the illiterate adults in the United States were collected into one locality of the country, they would make a State larger in population than Pennsylvania, plentifully supplied with the schools, academies, colleges, and universities that we have not yet built, and with the public libraries that have not yet been founded.—*National Era.*

## 4. QUEBEC EDUCATIONAL REPORT.

There seems to have been a commendable amount of progress during the time embraced in the report, though a great deal still remains to be accomplished. The increase for the year 1868 has been as follows:—

|                     |                 |
|---------------------|-----------------|
| Institutions .....  | 201 additional. |
| Pupils .....        | 4,798 "         |
| Contributions ..... | \$64,325 "      |

In 1853 and 1868 these three items stood as follows:—

|                     | 1853.     | 1868.     |
|---------------------|-----------|-----------|
| Institutions .....  | 2,352     | 3,013     |
| Scholars .....      | 108,284   | 212,838   |
| Contributions ..... | \$165,848 | \$792,819 |

Showing that while the schools have not doubled in number, the scholars have done so very nearly, and the contributions have increased nearly five-fold.

The number of Protestant Dissident schools was 143, with 4,893 pupils. A considerable portion of the report is taken up with answers by different parties on the best methods of teaching agriculture in Normal schools.

Some of the statistics give curious glimpses of the tendencies of the time, and the progress of the two languages spoken in the Province. For instance, in a tabular view of the studies pursued in the superior institutions, we have 12,819 French pupils studying English, and 3,650 English studying French. While only 7,376 are studying French composition out of 48,760, there are 5,177 trying to compose in English; and while 2,262 are studying the history of France, 2,134 are studying that of England, and 8,666 that of Canada. The number of Catholic pupils in these institutions is 41,436; that of Protestants 7,270, or a little more than one-sixth. In the Common schools 23,896 are studying English Grammar, and 55,041 French. Only 49 male teachers receive upwards of \$400 salary, while 34 receive less than \$100. Of female teachers 1,708 receive less than \$100, only 2 receive \$400 or upwards, and the lowest salary any lady teacher gets is \$25.

Matters are improving educationally in the Province of Quebec, though not at a very rapid rate. A large number of children must be growing up in ignorance, we fear, but we are happy to record that progress is being made.—*Globe*.

##### 5. ASTRONOMY IN TORONTO.

It must be admitted that astronomical science has not received much attention as yet in Canada. Perhaps it may be urged that we have not as yet got so far advanced as a nation to afford such luxuries. A quick, and, if possible, a large return for any outlay of time or money, is what is especially sought for, and this, it may be thought, is not likely to be found in astronomy, and some of the kindred sciences. If, however, we have not got the length of our neighbours over the way, in this respect, and still less of others in Europe, it is to be hoped that we soon shall. In the manufacture of astronomical instruments, and their practical application, the United States are emulating and bidding fair to outstrip older countries, as is exemplified in the fact that one of the largest refracting telescopes in the world belongs to Chicago University, and is now employed for a work of surpassing magnitude. Australia has also, of late, taken an active part in astronomical science; and though the great Melbourne telescope has as yet so far failed to accomplish what was expected from it, yet its very construction, and the regret expressed at its seeming failure, are encouraging.

It is a noteworthy fact that many of the more celebrated telescopes have been made by the owners themselves, as for instance those of the two Herschels, Lord Rosse, Lassell, Nasmyth, &c.; and in various countries at the present time, a large number of persons, some of large means, and others in the humbler spheres of life, are devoting a large amount of both time and money to the advancement of astronomical science; and though, as we have said, Canada has in this matter as yet done little, it cannot be said that she has done nothing. A few years ago astronomical telescopes were rarely to be seen among us. Now both refractors and reflectors are in constant use. Two of the reflector class, we are glad to state, have been made in Toronto, by Mr. Mungo Turnbull, during his spare hours after his daily toil as a cabinet-maker. One of them is a metallic speculum, of the Herschelian kind, and of 7 inches aperture; the other is a Newtonian reflector, of nearly 12 inches aperture, with silvered glass specula. This latter instrument was shown at our late Provincial Exhibition, but could not be tested or judged of under the circumstances. Such tests, however, have since been applied as proves that it is an exceedingly powerful instrument. Practical observers know that there are certain objects which afford good tests of the optical qualities of an instrument, such as the small blue attendant of Vega; the debilissima of Sir John Herschel in the constellation Lyra; the components of Gamma Andromedæ; the four stars forming the trapezium in the nebula of Orion, the Moon, Jupiter, &c. A few gentlemen, familiar with these objects, last week tested Mr. Turnbull's reflector, and the results were of the most satisfactory character. The different colours on the belts of Jupiter were seen distinctly; as were also the four stars of the trapezium, and all the others we have mentioned. The construction of such an instrument reflects the very highest credit upon Mr.

Turnbull's ingenuity and perseverance. It contains all the latest improvements, and from the particular way in which they are silvered, its mirrors are found to give about one-third more light than the old kind. We have no doubt that Mr. Turnbull would be very happy to see any who take a lively interest in his favourite science; and would be happy to allow experts to test his instrument in any reasonable manner. It might contribute a good deal to innocent amusement, as well as to the encouragement of a taste for astronomical science, were such an instrument open to the use of the public at a moderate charge. Many would be only too happy to have a peep at the moon, planets and fixed stars, through a really good instrument, if it could be had at a reasonable price.—*Globe*.

## II. Intercom. with the "Journal of Education."

### 1. PRIZES TO TEACHERS IN THE COUNTY OF LANARK.

We heartily recommend the following interesting and suggestive letter to our readers—especially to members of County Boards of Public Instruction. The example of the Perth and other Boards mentioned, is worthy of all praise.

We have long wished some of our correspondents to give us the results of their practical experience in this Department of school work. This letter not only furnishes us with the desired information, but is rich in valuable suggestions as to what has and can be done to stimulate teachers, and to raise high the standard of their qualifications.

We trust that the commendable example of the County Council, will be followed elsewhere. It will be money well and worthily expended; and will tend greatly to encourage teachers to fit themselves for the highest place in their profession.

The details relating to the mode of examination of teachers and its results, will be found to be most interesting and valuable.—  
[*Editor Journal of Education.*]

To the Editor of the Journal of Education, Toronto:—

SIR,—It will be, no doubt, gratifying to many of your readers who take a lively interest in the advancement of education to learn that the Boards of Public Instruction of the County of Lanark will give prizes to candidates for teacher's certificates of first and second class, at the next examination of teachers on the 13th December next. There are four Boards in the County of Lanark. One of these, viz., the Board of Perth Circuit, at its last meeting, in May last, passed a resolution that,—with the view of encouraging the practice of writing compositions, it was advisable to give prizes at the next examination of teachers to the writers of the three best compositions. It was also deemed advisable to give prizes for general proficiency to three candidates of each sex who shall have obtained the highest merit number of marks in the first and second class. The Perth Board invited the co-operation of the other Boards to petition conjointly, the County Council at its June session for money to purchase books to be given in prizes. The Council granted the sum of one hundred and forty-five dollars (\$145.00), which was distributed among the several Boards proportionately to the number of candidates who generally come before each board for examination, as follows, to the Perth Board \$50.00; to Carleton Place Board, \$40.00; to Smith Falls Board, \$35.00, and to Pakenham Board, \$20.00. The Council expressed a wish that the Boards would adopt an uniform system of examination.

#### SIMULTANEOUS AND UNIFORM SYSTEM OF EXAMINATION.

To comply with the desire of the Council, delegates from the several Boards of the county met at Smith Falls on the 13th of July last, and resolved that the examination of teachers should be held by all the Boards on the same day; that all the questions for the examinations should be the same. And with the view of determining in a more precise and uniform manner the standing of each candidate in the subjects examined, they (the delegates) adopted the system of marks in use by the Board of Perth. They framed rules for the distribution of prizes. They made a list of subjects for composition, so that candidates might study them, and be prepared to write on any one of the subjects of this list, which may be chosen by ballot at the next examination.

The programme for the examination of teachers requires candidates to be able "to write grammatically with correct spelling and

“punctuation, the substance of any passages which may be read, or any topics which may be suggested.”

The members of the Perth Board found but few candidates who could express their ideas in writing. Many candidates complained that they were called upon to write on subjects which they never had studied, nor on which they had bestowed a thought. To encourage candidates to practice the writing of compositions, and to obviate the complaints mentioned above, it occurred to the Board that it would be better to give to candidates a list of subjects to study—and on the day of examination to choose by ballot one of the subjects of this list for composition. It was expected that many if not all of the candidates would study these subjects, and would be prepared to write on any one that will be chosen at the examination. I am credibly informed that many intending candidates are studying the subjects for composition, and are writing essays, so as to be prepared to write at the next examination. The hope of gaining a prize will no doubt stimulate many to study earnestly. The reputation of having gained a prize will secure for the fortunate candidates the best situations as teachers.

HIGHLY COMMENDABLE ACTION OF THE LANARK COUNTY COUNCIL.

When we consider the importance of having good teachers, and when we consider how useful it is, and what an accomplishment it is for a person to express grammatically his or her ideas in writing we cannot but highly appreciate the action of the boards of the county of Lanark, their efforts speak well for their zeal for the advancement of education. And the readiness of the County Council of Lanark in granting money for prizes is certainly deserving of all praise, and well worthy of imitation.

The council gave the grant as an experiment. It is to be hoped that the experiment will realize the expectations formed, and will justify the present grant so that the council may be induced to continue to make similar grants in future. I believe this is the first instance of a grant being made by a county council to give prizes to teachers and I think it worthy of honorable mention in the *Journal of Education*. The action of the council has met with the approval of all the friends of education. When it became known that prizes were to be given to teachers, for composition and general proficiency, all with whom I had conversation on this topic said it was a move and a step in the right direction.

CONDITIONS ON WHICH THE PRIZES WILL BE GIVEN TO TEACHERS.

Prizes for general proficiency will be given according to the following standard:—

To obtain first class A prize, a candidate must have at least above the total minimum of marks according to the accompanying schedule—one-half of the difference of the total of the maximum and the minimum.

First class B must have above the total of minimum, at least one-quarter of the difference between the maximum and minimum.

First class C must have at least the minimum.

Prizes will be given in the second class to the three highest above total of minimums.

The following standards for composition and reading have been adopted for the use of examiners.

STANDARD FOR COMPOSITION.

|  |           |
|--|-----------|
| Knowledge of subject .....                             | 40 marks. |
| Grammatical construction and arrangement of sentences. | 35        |
| Punctuation and neatness .....                         | 25        |
|  | 100       |

For every word misspelt five marks are to be deducted. The maximum, 100; minimum, 70.

STANDARD FOR READING.

|                          |           |
|--------------------------|-----------|
| Pronunciation .....      | 25 marks. |
| Accentuation .....       | 25        |
| Punctuation .....        | 25        |
| Modulation of voice..... | 25        |

Total.....100 maximum.  
Minimum, 70. One mark to be charged for each fault.

The total maximum of marks attainable according to the schedule is 1,990. The total of minimum necessary to obtain first class, 1,345. To obtain prizes according to the above standard, candidates must have at least the following number of marks:—

*For Males.*—Maximum, 1990; minimum, 1345; difference, 645.  
To obtain 1st class A prize,  $\frac{1}{2}$  diff.  $322\frac{1}{2} + \text{min. } 1,345 = 1667$ .  
To obtain 1st class B prize,  $\frac{1}{4}$  diff.  $161\frac{1}{4} + \text{min. } 1,345 = 1506$ .  
To obtain 1st class C prize, “ min. 1345.

*For Females.*—Maximum, 1699; minimum, 1135; difference, 555.

1st class A,  $\frac{1}{2}$  diff.  $277\frac{1}{2} + \text{min. } 1135 = 1412$ .

1st class B,  $\frac{1}{4}$  diff.  $188 + \text{min. } 1135 = 1323$ .

1st class C, “ min. “ 1135.

As female candidates are not examined in algebra, euclid and mensuration the maximum and minimum for males and females differ as above.

First class certificates are given according to the above standard.

1st class A, until annulled.

1st class B, for 3 years.

1st class C, for 1 year.

According to present regulations second class certificates are given to all who have marks above the total of minimum, for one year.

N. B.—A special prize for composition will be given to the most successful among Normal School teachers, and others. See printed notice.

PRECAUTIONS IN THE MODE OF EXAMINATION.

The examinations are held in the town hall. Each candidate has a small desk for himself or herself. The desks are six feet apart, and were made expressly by direction of the Board for the examinations. There is no whispering, nor any opportunity for copying. The examinations last three days. All the candidates, whether for first or second class certificates, are first examined in third class subjects; if found competent, and they desire it, they are examined in second class subjects, and then in first class subjects. The Board was induced to compel all candidates to be examined in third class subjects, because many applied for first class certificates who were barely able to obtain a third class certificate.

EXPLANATION OF THE SYSTEM OF MARKS ADOPTED BY THE BOARD.

A brief description of the system of marks in use by the Board of Perth, and lately adopted by all the boards of the county of Lanark, may prove interesting.

The standing of candidates is determined by this system, which consists in giving a certain number of marks or points for each subject. A maximum number of marks is fixed for each subject which is given to the candidates who answer well all the questions on the subject of examination, and a minimum number is fixed indicating the answers to be good. A person who does not make the minimum number of marks is considered deficient in the subject examined. The examiner, for instance in giving, say ten questions in arithmetic, will give a hundred marks to the candidate, who shall have answered all the questions correctly. The examiner may at his discretion give more marks to one question than to another, according as one is more difficult than another, but the total number must not exceed the standard fixed by the board. The accompanying schedule contains the list of subjects of examination as prescribed by the programme for examination of teachers, and also the maximum and minimum number of marks allotted to each subject by the board. It also contains, by way of illustration, the marks made by some candidates at the last examination in Perth.

It may be asked why a low maximum is given to history, physiology, etc. I reply: the knowledge of these subjects chiefly depends on a mere effort of memory, and they are more easily learned than arithmetic, grammar, reading, etc. If a high maximum were given for the subjects I have named some with good memories might get higher certificates than their other attainments as teachers would warrant. To excel in grammar, arithmetic, reading, etc., is considered so highly important for teachers that, therefore, a high maximum is given for proficiency in them.

The great benefit in the system of marks is this, it determines with greater accuracy and precision the standing of candidates than by any other system. Before the adoption of the system in Oct., 1868, examiners decided on the merits of candidates pretty much in this fashion. A., was very good in grammar, middling in arithmetic, pretty fair in reading, tolerable in geography, &c., &c. These expressions were rather vague and indefinite. They had no sharp lines of demarcation, they were susceptible of contraction and expansion, and like a piece of India rubber they could be stretched out or contracted according to circumstances. Since the system has been adopted by the Board of Perth, the line of demarcation between each class is sharply defined. If a candidate has but one mark below minimum of first class he is put into the second. When it came first into operation, several who had first and second class certificates under the former system were, much to their surprise and disappointment, put into the second and third class.

During the examination the secretary of the board keeps the schedule before him, and each examiner reports to him the number of marks each candidate makes in the subjects examined. The schedule is filed in a book and kept for future reference.

I do not pretend to say that this system is better than all others now in use by the boards of Ontario. To maintain the affirmative



it would be necessary to compare this with the others. What I can say of it is that it was readily adopted by the other boards of the county. It has and does answer a purpose, a good purpose. It has raised the character of the Perth Board, which now has the reputation of being strict. Candidates and others bear testimony to this fact. It leaves little or no room to partiality on the part of examiners. It has removed from the minds of candidates suspicions of favouritism. Examiners can easily point out to candidates mistakes, and shew them the reasons why they did not obtain a higher number of marks. Candidates exhibit a keen desire to know the number of points they make. The successful ones go home rejoicing, and with just pride shew the large number of marks obtained.

#### A LOCAL SUPERINTENDENT.

### 2. RULES AND REGULATIONS FOR THE DISTRIBUTION OF THE PRIZES IN THE COUNTY OF LANARK.

1. No Candidate for Teachers' Certificates shall be permitted to compete [except for Prizes in Composition,] who holds a Normal School Certificate or a certificate from any County Board marked "A First Class with Honours."

2. No Candidate shall be permitted to compete for any Prize who has been, or is at present, a Grammar School Teacher or an assistant Teacher in any Grammar School.

3. No Candidate shall be permitted to compete who is not engaged in teaching a Common School in the County of Lanark, or is not prepared to declare himself or herself ready to do so upon the first favourable opportunity.

4. Candidates must be, if Males, at least seventeen; and if Females, at least fifteen years of age.

5. Any Candidate, discovered, during the examination, in the act of communicating in any way with any person, except the examiners, or who shall have in his or her possession, during the examination, any book or books, shall be immediately disqualified from obtaining any prize.

6. Any Candidate found guilty of any fraudulent act in reference to the examination shall incur the risk of public exposure, and the forfeiting of any Certificate he or she may hold or obtain.

7. Candidates who shall obtain prizes in any one year, shall not be admitted to compete for the same prizes in any subsequent year.

8. If called upon, the successful Candidates shall sign the following declaration:

I, a successful Candidate for prizes offered by the Municipal Council of the County of Lanark, do declare that I have conformed in every particular to the rules and regulations prescribed by the examiners.

9. The foregoing rules and regulations shall be read to the Candidates previous to the examination.

Should other rules be adopted they will be made known previous to the examination.

#### LIST OF SUBJECTS FOR COMPOSITION.

1. What is Education—Moral, Physical and Intellectual? and what are its benefits and importance?

2. Write a letter to the Trustees, describing the mode of discipline and school organization which you intend to adopt.

3. Punctuality.

4. Give a description of the great Rivers of Canada.

5. Sketch the life of Jacques Cartier.

6. The influence of Printing on Civilization.

7. Life of Christopher Columbus.

8. Agriculture.

9. Write a letter to the Trustees containing the following applications:

a. For Repairs of School House.

b. For supply of Library Books and Apparatus.

c. For a supply of Reward Books—giving reasons and particulars in detail.

10. The importance of forming Good Habits.

11. Life of Arthur Wellesley, Duke of Wellington.

12. The Influence of Example.

N. B. A Special Prize will be given to Normal School Teachers, or to Teachers who hold a certificate from any County Board marked "A" first class, as these, by Rule No. 1, are allowed to compete in Composition.

#### SPECIMENS OF QUESTIONS USED AT THE LANARK CO. EXAMINATIONS.

##### SCHOOL ORGANIZATION, ETC.

###### Class I.

Time 45 Minutes.

Marks.

(10) 1. How would you define physical education?

(10) 2. In arranging a system of teaching, what points should be especially attended to?

(10) 3. Should the school-room be used as a place of confinement or "keeping in," as a punishment? State the principle involved.

(15) 4. May a person be highly instructed and badly educated? Establish your position by proof and example.

(10) 5. What is the best method of preserving the attention of a class?

(15) 6. What do we learn from observing nature regarding the best mode of imparting knowledge to children?

(70) Maximum.

(50) Minimum.

The marks for each question will be given with the questions for the next examination.

#### ARITHMETIC.

##### Class I.

Time 45 Minutes.

Marks.

(10) 1. What would be the proceeds of a note for \$1,000 due in 90 days, if discounted in Bank, at 6 per cent. interest?

(15) 2. A commission merchant is to sell 12,000 lbs. of cotton, and invest the proceeds in sugar, retaining  $1\frac{1}{2}$  per cent. on the sale, and the same on the purchase—cotton selling at 7 cents and sugar at 5 cents per lb.—what quantity of sugar can the merchant buy?

(25) 3. A, B, and C, form a partnership for twelve months. A and B at once advanced \$2,500 each as their part of the capital. At the end of three months C advances \$3,000, and B withdraws \$1,000. The profits are \$1,500; what is the share of each?

(25) 4. How many ounces of gold, 23 carats fine, and how many 20 carats fine, must be compounded with 8 oz. which is 18 carats fine, that the compound may be 22 carats fine?

(25) 5. Three pipes of equal size will fill a cistern in 13hrs. 40m. In how many hours would 5 such pipes fill a cistern, whose capacity is  $2\frac{1}{2}$  times that of the first one?

(100) Maximum. (70) Minimum.

### 3. STUDY OF MENTAL ARITHMETIC.

To the Editor of the Journal:

SIR,—I noticed an article that appeared in your last month's *Journal*, in which the writer strenuously advocated the importance of mental arithmetic being made a separate branch of study, and claimed that its practical utility should place it on a level with the most important subject that is taught in our schools. I fully agree with him in saying that the innovation which he urges, if judiciously taught, would be productive of the most beneficial results. But after a careful perusal of the article, I was equally impressed with the necessity of paying especial attention to those subjects that have an immediate bearing on composition. I might particularize English Grammar. Judging from the tone of the letter, I should suppose that the writer is a very quick and accurate calculator, but his application of syntactical rules and the loose style of his writing, detract very much from his merits as a model teacher, which I presume he professes to be.

It is not my intention to intimate that a teacher should be an elegant writer, but he should certainly possess sufficient common sense not to allow such a hasty attempt escape his hands. I cannot suppose that the errors originated from anything but the most abject carelessness, as they are of a kind that can be easily detected, and any ordinary fifth-class scholar can make the necessary emendations. But this carelessness that is so glaringly exhibited is, in my opinion, a fault more to be censured than ignorance. The latter we can endure if there is a hope of improvement, but for the former there is no extenuation whatever. Carelessness in a man is a fault that should receive our unqualified condemnation, as it makes him an object in whom we can repose no trust, and in a child it is a fault that should be speedily eradicated, without hesitating at the means employed in its accomplishment; but unless the teacher is a perfect example of its correlative, the reformation of the pupil will be exceedingly slow.

When we receive a favor from an individual, we should estimate its value as much from considering its importance to the giver as its own intrinsic worth, but if it is delivered with the same spirit that the Jersey men present their gifts—"You may have it; I don't want it"—we do not, somehow or other, feel like admitting the favor in any very obsequious terms. And this is precisely our

feeling with regard to the letter. It has certainly not overstrained the mental powers of the writer with any unnecessary exertion, and this consideration is sufficient to assure us that a very slight acknowledgment should amply recompense him for his pains.

If the production had issued from the pen of some unpretending person, the grammatical errors might be overlooked, but for a teacher to be so assuming in counselling others and yet so defective in his mode of expressing it, savors too much of gross ignorance to be passed over in silence.

Borelia, Nov. 11, 1870.

S. J.

#### 4. THE DIFFERENCE BETWEEN MECHANICAL AND INTELLECTUAL TEACHING.

To the Editor of the Journal of Education.

Teaching, in many respects, is an art. True, there are some naturally gifted for teaching and will teach with comparative ease, while there are others again who become successful teachers only after long experience and careful study.

There is too much mechanical teaching in many schools, and too little of the intellectual. The teacher opens the school at the usual hour in the morning, *hears* his classes repeat their lessons, but forgets or neglects to instruct them in the particular subject. He cares only to put in the time, and no sooner does 4 o'clock arrive than he dismisses the school, and perhaps he is the first out of the school-room; all he cares about is to put in the time and no more! In other words, he is a mere *machine*, a mere school-keeper, instead of school teacher.

Now, a good, and judicious teacher will not only *hear* his pupils recite their lessons, but will also instruct and forcibly imprint upon their minds additional useful information on the subject; he will also encourage his scholars to be inquisitive, to ask any question in the lesson, they may not thoroughly understand. This is intellectual teaching.

The tendency among many teachers is to rely too much upon mere book-teaching; although we always advocate for the best text-books on the various subjects taught in our common schools, and for their modification when necessary; still if the teacher puts too much reliance upon book-teaching, it will avail very little. He may appear to be doing his work well, and accomplishing a good deal, but such teaching having no good foundation will ere long crumble away, and the pupil will know as little about the subject a short time after he leaves school, as he did when he began.

There is also, in many instances too little of the æsthetic culture inside and around the school-house. It is a true saying, that "as is the teacher so are his scholars." If the teacher attends to the school-room by keeping it tidy, and having attractive mottoes hung upon the wall, these will have a judicious effect upon the *morale* of his pupils.

A. MURRAY,

Willowdale, November 16th, 1870.

#### 5. THE PRINCIPLES AND PRACTICE OF EDUCATION; OR, THE SCIENCE AND ART OF TEACHING.

BY GEORGE VICTOR LE VAUX, F.C.T.

(Continued from last No.)

##### PUPILS TO BE LED TO DO EVERYTHING FOR THEMSELVES.

A good teacher will never decline to lend a helping hand to his pupils when such assistance is necessary; but on the other hand he should carefully avoid doing *too much* for them. Many young and inexperienced teachers are induced to do this from feelings of mistaken kindness, or from ignorance of the pupil's capacity. The teacher, in communicating information, should be careful not to say more than is necessary on any subject—for an unnecessary word is a word too much. Milk is fit food for babes, and beef for older people. The former are fed with the spoon, but who would attempt to help the latter in the same way? What man enjoying the use of his hands would thankfully accept such infantile civilities? None. So is it with the teacher and the taught. There should be no unnecessary nursing, no "literary dangling" in the public school or private study. Pupils should always be taught to exercise their own faculties—to depend on their own resources; and as a rule the teacher should never do anything for them that they themselves *could do without* his assistance. His great object should be to *lead* them to do everything for themselves. By undergoing such training, their intellect will be expanded, their various faculties strengthened and their self-reliance increased; they will be truly educated, and shall grow up to be men and women in the true sense of the terms—sturdy trees defying "the battle and the breeze" of life. The teacher to be successful must aim high and have a perfect

*beau idéal* of his work and a right conception of the best means of performing it; he must likewise convince his pupils that a good sound education is the reward of labor, of continuous toil, of unremitting application, of persevering reflection; for, as the proverb affirms—"what is worth having can only be had by climbing."

##### TO BE A JUDGE OF HUMAN NATURE.

The teacher, so far as human imperfections will permit, should be able to build "a royal road" to the temple of learning. He should be able, at least, to strew the way with flowers, and, like an intelligent guide, be competent to relate the history of every scene along the route. His mind should abound with apt illustrations. He should be able to awaken the young idea to a full consciousness of its wants, capabilities, responsibilities and duties, so that he may stir up and incite to activity every worthy feeling of the human heart. To do so effectually he must be an excellent judge of human nature—have a thorough knowledge of the workings of the human heart—and be fully acquainted with the writings of the ancient and modern philosophers. A good knowledge of biography, useful to every citizen, is absolutely necessary in the educator of youth.

##### TO BE JUST AND HONEST.

If we remember aright there is but one man mentioned in history who, by common consent, received the sur-name of "The Just"; and in modern times only one has been favored by the *soubriquet* "honest." "Aristides the Just," and "Honest Old Abe of the West," are household words. The former title speaks to us of Grecian worth and gratitude; the latter quaint cognomen expresses the affectionate regard of a great nation for one of her noblest sons. We have had many worthies distinguished by the proud titles of "the great," "the wise," "the patient," "the meek," "the good," &c., and some (such as "Africanus," "Asiaticus," "Germanicus," &c.) by the countries they conquered; but we have had only *one* Aristides, *one* Lincoln, "The Just" and the "Honest." In our opinion "Just" and "Honest" are the most noble titles that ever designated a human being, and they are titles of which every teacher should endeavor to be worthy. No one can possibly be a good teacher unless he be strictly just and honest. Indeed every man and woman should endeavour to unite in their own persons these two qualities; but in no person is the combination so necessary as in the educator of youth. Being honest, true and just in all his dealings, he should always use the words of truth and soberness; for if honesty, truth and justice were banished from all the earth besides, they should be found in the heart of the teacher.

##### AMIABILITY OF DISPOSITION.

The teacher's face, like the full moon of heaven in an azure sky, should always be bright and pleasant looking. Instead of frowns, smiles like sunbeams should light up his countenance. By not permitting the trials incident to life and to his profession to ruffle his face or influence his actions, he will be teaching self control by example; and moreover, will make all those with whom he comes in contact, comfortable and happy. An amiable disposition, a smiling countenance, and an engaging manner never fail to warm into life the generous affections of the heart and soul, whilst they dispel "the moonless gloom" which so frequently besets the paths of both young and old.

(To be continued.)

### III. Papers on Practical Education.

#### 1. FIRESIDE TEACHING IN WINTER.

If mothers would only recognize it as a necessary part of their maternal duty to impart to their children all the knowledge necessary for them, before the age of eight years—we mean, of course, such mothers as are intellectually competent to the task—the problem of school training would be vastly simplified.

In the first place, who so well as the mother can understand the disposition and temperament of her child? Who can know so well the strength or weakness of its physical constitution, the acuteness or dullness of its senses, the rapidity or slowness of its mental action, its confidence or diffidence?

All mothers should *ex-officio* be first-class primary-school instructors of their own children.

The amount of instruction received by small scholars in most of our schools is, and of necessity must be, very trifling. Is it probable that in a daily session of six hours in our primary schools a child under eight or nine receives as much as thirty minutes of profitable instruction? We think not.

The real advantage to small children of studying by themselves is generally next to nothing. It is simply a piece of unprofitable cruelty to put text-books into the hands of little children, and

compel them to "sit up and sit still" five or six hours, when the whole amount of profitable instruction for the day could easily be put into a half hour or less.

Whether children be sent to school or not previous to the age of eight or ten, home instruction, then and later, cannot be dispensed with. What teacher does not know by grateful, though too sadly exceptional experience, the pupil who receives intelligent and sympathetic aid at home in his school work? The teacher should understand that this hearty co-operation of parents can be secured in a great many instances by a little effort on his own part.

Parents will sometimes object that they cannot get the time to instruct their children, and are compelled therefore to leave this most important of duties entirely in the hands of strangers. Is it too much to say, that, in view of the importance of this matter, the few minutes required for special home training should be taken in spite of everything else? Better make or save a dollar or two less, than neglect so weighty a matter as the culture and development of your child.

We do not mean to say that the home instruction which we recommend so earnestly, should consist of set lessons.

We know a family of excellent spellers, who attribute their excellence in this department to the informal spelling exercises engaged in at the family table.

Exercises in mental arithmetic may be engaged in at the same place, to the great interest and profit of the little ones. Rainy days and the long winter evenings, may in part be spent in drawing, writing, tracing pictures, or reading aloud. No place so good as the home for teaching children to read. Parents and children should take turns in reading the newspaper, or some interesting book. In this way, better than in any other, a taste will be cultivated which, more than any other, will be a source of pleasure and profit in future years.

We urge upon teachers therefore that they call the attention of parents to the subject of fireside instruction. In most instances this prompting on the part of the teacher is all that is needed to secure so desirable a result.

But aside from the direct advantage to be derived by pupil and parent from the systematic home culture here recommended, is the marked benefit to the teacher himself in the work of the school-room. Much of this will cease to be task-work. A new interest will attend the ordinary recitations. School-work will cease to be to the pupil a mere matter of text-books. Arithmetic, reading, grammar, spelling, geography—all will be realized, so to speak, and an ever wakeful interest be excited.—*Iowa School Journal*.

## 2. THE HALF-TIME SYSTEM.

Having a school of fifty-six children, of five different grades, in a room where there were desks for but forty-six, I obtained permission of the Board to try the Half-time System for one month, taking my two advanced classes in the morning, and the remaining thirty children in the afternoon. The result was as follows:

Each child had a permanent seat and wardrobe hook; there was less confusion in passing out; the room was more quiet for studying; the pupils could all be kept busy; the teacher's attention was not disturbed by restless, idle children; better habits of study were formed; the attention of both teacher and pupils could be given to the recitation; the recitations were more interesting, more profitable; oral lessons could be suited to the advancement of the pupils; the children did not get tired from sitting on hard seats with nothing to interest them; they did not acquire a dislike for school; they were not so boisterous at recess; the demolishing of school-furniture and the demoralizing of school children, which result from leaving them without the care of the teacher at noon, were avoided; the children could help their parents at home; there was less tardiness and absence; less scolding and punishment; and at night the teacher was not too tired to prepare lessons, read or visit.

The smaller children learned much more, and the larger ones quite as much, as under the previous arrangement. The teacher, nearly all of the children, and a majority of the parents, were in favor of the Half-time System; and yet it was discontinued, because "the law says every child shall have six hours' schooling," and because the greatest concern of some parents is to get their children out of the way.

So the school has returned to the good old way. An assistant teacher was employed, and then, with more desks, more books, more weariness, and at more expense, bedlam was restored.—*Kansas Ed. Journal*.

## 3. TEACHERS WHO ERR.

He who clings obstinately to the past, with its traditions, who will not hearken to the teachings of the present, and who sees

nothing useful in the promises of the future—the *ultra conservative*.

He who is an iconoclast of old methods, and who believes in nothing that is not an innovation—the *ultra reformer*.

He who is *too lenient*, and who would substitute "moral suasion" for the rod in all cases.

He who is *too rigid*, and who would use the rod unsparingly for every, and for the slightest delinquency.

He who is *too watchful*, and plays the part of a police detective.

He who *never watches*, and sees not the most flagrant misdemeanor.

He who professes—in order to avoid the charge of partiality—to love an idle and disobedient pupil as much as one who is studious and obedient.

He who would punish an idle and disobedient pupil, when it does wrong, more quickly than a studious and obedient pupil, when it does wrong.

He who is so impolitically politic that he would treat a rich man's son differently from a poor man's son.

He who would pander to the ignorance and pride of the rich.

He who would pander to the ignorance and envy of the poor.

He who is a moral coward, and is afraid to correct a child when it does wrong, through fear that he may lose a pupil and a few dollars.

He who, for the same reason, is afraid to tell the parent when a child does wrong.

He who listens to, and tries to follow the advice of every one.

He who listens to the advice of no one.

He who is not as hard a student as any of his pupils.

He who is *too lazy* to educate (*Educo*—to lead out), and is content to be a mere lesson-hearer.

He who has no higher aim than to make money by his profession.

He who develops the intellect only, and neglects the moral nature.

He who fails to exalt his profession, and to place it next in nobleness and utility to that of the ministry of the Gospel.—*Journal of Education, Missouri*.

## 4. THE MISTAKE WHICH SOME "TEACHERS" MAKE.

It is generally assumed that anybody can teach school. The work is light, and if the teacher possess a little more knowledge than his pupils, it is sufficient. Hence, we see throughout the country hundreds of teachers who have not the remotest idea of the true methods of instructing. People think sensibly about every other occupation. The shoe-maker, the blacksmith, the carpenter, the farmer, the merchant, the machinist, the engineer, the lawyer, the physician, the minister, all must have preliminary training, but the teacher can be picked up at any time and place, without preparation, and people are satisfied, nay, they actually seek for such because they are cheap. No pecuniary interests would be permitted in the hands of inexperienced bunglers, for ruin would be certain. What merchant would trust his establishment to one who knows nothing of trade? What farmer would place his farm in the hands of one who knows nothing of soils, grains, machines, and stock? But districts trust a more precious interest than any of these to hands totally unskilled and incapable. Because the effect is not immediate, because they are not always able to discern the amount of damage; they do not see but one teacher does as well as another, and hence the cheapest answers them best. It becomes those who teach, therefore, to prepare themselves for their work, to raise the standard of education, and to oblige the people to have good teachers, whether they want them or not. Surely the teacher needs special instruction for his work, if any one does. Who would think of employing a physician that had never made the science of medicine a study, or a lawyer that had never studied law? No more should a teacher be employed unless he practically, at least, has some knowledge of pedagogy. Every one called to teach should see to it that he prepares himself to teach philosophically, that his pupils may not, in after years, rise up and condemn him. It is no light thing to shape the mind, and hence the character, of a number of children. They have a right to the best instruction, and we shall be blamed by them if we do not give it. Every one of us can look back and see wherein our teachers failed, and we often feel that we are now suffering in our mental habits thereby. On the other hand, we can recall some teachers, and see wherein they directed and moulded our minds, and prepared them for thorough and extensive work. Our labor is doing for our pupils what was done for us by our teachers. Do we, can we feel that it is a light thing? Are we willing to do work so fraught with the gravest responsibility for the sake of a livelihood, or because it is easier to us than some other occupation? Every teacher should feel that he has a special calling for the work, and then prepare himself fully for it.—*N. O. Journal of Education*.

IV. Monthly Report on Meteorology of the Province of Ontario.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from ten Grammar School Stations, for October, 1870.

OBSERVERS:—James Smith, Esq., M.A.; Cornwall—J. L. Bradbury, Esq., M.A.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—Ivan O'Beirne, Esq.; Belleville—A. Burdon, Esq.; Goderich—James Preston, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—A. Macallum, Esq., M.A.; Simcoe—James J. Wadsworth, Esq., M.A.; Windsor—J. Johnson, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes data for Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, and Windsor.

Approximation. a On Lake Simcoe e Near Lake Ontario on Bay of Quinte. f On St. Lawrence. g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. m On the Detroit River. k Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORA S. Includes data for Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, and Windsor.

Where the clouds have contrary motions, the higher current is entered here. Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricanes. At Goderich, on Sunday, 30th October, at 9 P.M., the Barometer stood 28.595, and the range from 9 P.M., 29th, to 9 P.M., 30th, was .084. At Stratford, on Sunday, 23rd October, at 10 A.M., the Barometer stood 29.148, and the range from 9 P.M., 29th, to 5 P.M., 30th, was .067. At Simcoe, on Sunday, 30th October, at 5 P.M., the Barometer stood 28.387.

REMARKS.

Pembroke.—On 18th, mountains north of the Ottawa white with snow some hours in forenoon. 20th, smart shock of earthquake felt at 10.50 A.M., accompanied by a rumbling sound; duration about thirty seconds; extent of vibration on second flat about two inches; direction E.-W. 31st, a few sleighs running. Lightning and thunder, with rain, 27th. Wind storms, 18th, 23th. Fog, 7th. Snow, 18th, 29th, 31st. Rain, 1st, 2nd, 4th, 5th, 12th, 18th, 20th, 22nd, 25th, 27th, 28th, 29th, 30th, 31st. extraordinary deep blood-like colour. 18th, violent storm of wind. 20th, two successive shocks of earthquake at 11 A.M., a minute and a half in duration—quite violent while they lasted; observers' desks in school shaken quite perceptibly. Water frozen on 27th. Snow fell from 7.30 to 9 A.M. on 29th; vanished before night. Rain on 1st, 3rd, 4th, 11th, 13th, 15th, 17th, 18th, 20th, 21st, 25th, 27th, 31st.

**BARRIE.**—On 18th, first snow, mingled with rain. 20th, shock of earthquake felt in some of the larger buildings of the town, between 10 and 11 A.M. 21st, hurricane, accompanied by rain from W; began suddenly at 5.45 P.M., and lasted about an hour. Violent wind storms 18th, 22nd, 27th, 25th, heavy hoar frost; at 7 P.M. a crimson light appeared in the SE sky, reaching to an elevation of about 40°, and continued visible until shortly after 9 P.M., when that part of the sky became obscured by clouds. Rain, 2nd—4th, 11th—14th, 17th—22nd, 25th, 27th—29th, 31st.

**PETERBOROUGH.**—12th, appearance of Indian summer. 14th, green and crimson dome of auroral light. 19th, first frost on window panes; first ice on pools—thick. 20th, large patches of crimson light, with auroral display; same on 24th. 22nd and 27th, wind storms. 27th, grew suddenly warm in the afternoon, temperature rising from 49°3 to 61°3; wind storm more severe in surrounding country; trees, fences, &c., prostrated. 31st, first snow, moist, commencing at 8.35 A.M. Lightning, 21st. Hail, 22nd. Lightning, thunder and rain, 27th. Fogs, 10th and 12th. Rain, 1st, 3rd, 4th, 11th, 14th, 15th, 17th—20th, 22nd, 27th, 31st. Up to 17th, weather unusually warm and free from severe frost; latter part of month windy and wet, but not cold; a good deal of sickness, especially epidemic.

**BELLEVILLE.**—On 11th, primary and secondary rainbow, 5 P.M. During night of 17th and morning of 18th, very strong gale, almost a hurricane at times. Brilliant auroras, 20th, 24th, 27th, consisting of segment, bounded by luminous arch, and of streamers. The sky was also red on those evenings, and especially the southern sky on 24th and 25th. The earthquake of 20th, not felt at the station, but at Bridgewater, 30 miles north, it was felt. It may be noticed that on the day of the earthquake the barometer was unusually low. Violent gale from 10 P.M., 30th, to about 2 P.M., 31st. Lightning and thunder, with rain, 21st. Rain on 3rd, 4th, 5th, 11th, 13th, 15th, 17th, 18th, 20th, 21st, 22nd, 25th, 27th, 30th, 31st.

**GOBERICH.**—On 18th, hoar frost—first since April. 20th, at 10.55 A.M., slight shock of earthquake, felt chiefly in the higher rooms of houses; no damage done. 21st, lightning and thunder, with rain. 22nd, two concentric arcs of rainbow in NE, 20° in length at 4 P.M.; no appearance of rain. 25th, at 9 P.M., and for more than three hours after, a strange light appeared in the southern sky, of a crimson colour, varying to pink, and slowly changing its position; when most extensive it stretched from EH to WH, at a height above SH of 25° to within 20° of Z. The accompanying aurora was of an almost creamy whiteness, and, with the crimson colour, seemed to occupy nearly the whole sky, making the air as bright as when the moon is in her quarters. 26th, first ice of season. 27th, atmosphere fully saturated with vapour at 7 A.M., the dry and wet bulbs remaining equal. 29th, at 7 A.M., rainbow in WNW. Wind storms 12th, 13th, 15th, 16th, 18th, 21st, 24th, 26th, 27th, 29th, 30th, 31st. Rain, 3rd, 4th, 11th, 12th, 13th, 15th, 16th, 17th, 19th, 20th, 21st, 25th, 27th—31st.

**STRATFORD.**—On 3rd, lightning with thunder. 19th, first ice observed. 21st, lightning and thunder, with rain. 31st, first snow. Wind storms, 18th, 21st, 27th, 30th, 31st. Fogs, 6th, 8th, 27th. Rain, 2nd, 3rd, 4th, 11th, 12th, 13th, 15th, 17th—21st, 25th, 27th, 30th, 31st.

**HAMILTON.**—On 3rd, lightning. 13th, rainbow at 4 P.M. 19th, first frost. 20th, about 11 A.M., shock of earthquake, quite distinct, felt by many persons. 21st, violent storm of wind and rain, accompanied with thunder and lightning at a distance, rose suddenly and passed over city, lasting an hour. 24th, arch, streamers and crimson vapour at 5 A.M.; in evening a band of crimson vapour from E to W, 5° wide and 30° S of Z; during the earlier hours the arch and bright streamers appeared. 29th, halo round moon in evening; storm began next day at 12.15 P.M. Wind storms, 18th, 25th, 27th, 31st. Rain, 2nd, 3rd, 5th, 11th, 12th, 13th, 15th, 18th, 20th, 21st, 25th, 27th, 30th, 31st. The last frost in the spring having been on April 26th, there were 176 days without frost. The first snow fell October 31st, and the last in spring, April 25th—an interval of 208 days.

**SMCOE.**—On 8th, the ground covered with slender threads, also visible in the air to height of 300 feet. 18th, violent storm of wind and rain all last night. 20th, shock of an earthquake distinctly felt for 6 or 7 seconds. 21st, lightning and thunder, with hail or rain. 30th, very brilliant aurora, the sky in SW dark red. Wind storms, 6th, 11th, 13th, 18th, 22nd, 25th, 27th, 30th, 31st. Fogs, 6th, 7th, 8th. Rain, 3rd, 4th, 12th, 14th, 15th, 17th, 18th, 20th, 21st, 25th, 30th, 31st.

**WINDSOR.**—Lunar halo on 3rd, 6th, 11th, 12th. Meteors on 8th (2), 18th (2), 23rd (4), 24th (3), 28th, 31st (9). Rainbow on 21st. Wind storms, 3rd, 17th, 21st, 27th, 30th. Rain, 3rd, 4th, 10th, 11th, 14th, 17th, 19th, 20th, 25th, 27th, 30th.

## V. Educational Intelligence.

—**TRINITY COLLEGE.**—It is the custom at Trinity College, a custom which dates from the foundation, to celebrate with athletic sports and a dinner the festival day of Saints Simon and Jude, who are the patron saints of the University. Friday last, being the anniversary, was observed in accordance with the time-honored method. The usual races were well contested, but the great event of the day is always the steeple chase. The course lies in the valley close to the College. A stream winds through the valley, which is crossed by fences of a reasonable height, so that capital leaps are afforded. Some eleven or twelve undergraduates started, and at the end of the mile Mr. White of the third year came in a good first. The cup this year was presented by Mr. James Henderson, B.A. In the evening the resident gownsmen entertained a large number of their friends at the annual dinner. The guests were chiefly graduates of the College, living in the city, though we noticed "old men" from Hamilton, Brockville, and even British

Columbia. A genial and pleasant evening was spent, and at a seasonable hour the party broke up decorously.

—The following scholarships have been awarded in Trinity College to matriculating students:—1st scholarship of £50, to C. Worrell, from Trinity College School, Port Hope; 2nd, of £35, to R. P. Palmer, from the Church School, Weston; 3rd, of £25, to C. Logar, from Upper Canada College.

—**HELLMUTH COLLEGE.**—On account of the flourishing condition of the Hellmuth Colleges at London, and increasing applications for studentship, extensive additions are contemplated. The ladies' College is to be enlarged by a chapel and dining-hall, four stories high; the Boy's College will also have a new chapel and dining-hall, ninety by forty-seven feet; and a handsome conservatory in the Italian style, with fountains, will also be added to the establishment.

—**FRIENDS SEMINARY.**—The "Trustees of the Friends' Seminary of Canada" have given notice of an application at the next meeting of the Ontario Legislature for an Act of incorporation. The seminary is to be established in the township of Pickering, near the village of Duffins' Creek.

## VI. Departmental Notices.

### COUNTY GRANTS FOR PRIZES TO TEACHERS.

We direct the special attention of members of County Boards of Public Instruction, to the valuable letter from a Local Superintendent on page 182 of this number of the *Journal*.

The enlightened proceedings of the Council of the County of Lanark, in making a grant for the purpose of procuring Prizes for Teachers at the County Board Examinations, deserves the warmest acknowledgment of the Education Department. Its example, if followed in other Counties, would have the happiest effect in stimulating and encouraging Teachers to prepare themselves better to take high rank in their profession.

The whole system of examination, as detailed in our correspondent's letter, is the best, so far as we are aware of, in operation in the Province. It is well worthy of imitation.

### NORMAL SCHOOL FOR ONTARIO.

The next Session of the Normal School will open (D.V.) on Tuesday, the 10th of January next. Candidates will be required to present themselves, with certificates of moral character, not later than the first week of the Session.

### POOR SCHOOLS IN NEW TOWNSHIPS.

The grants to the Poor Schools in New Townships (the applications from which have been received through the Local Superintendent,) will be certified to the Treasury Department this month, for payment to the Treasurers of the Counties concerned. The grant is payable by the Treasurer, on the order of the Local Superintendent, and must be applied solely to the payment of Teachers' Salaries, and not to building or repairing school houses, etc.

Grants of second-hand readers and other text books, can be made to Poor Schools on application to the Department.

### YEARLY AND HALF-YEARLY RETURNS.

The usual supply of yearly and half-yearly returns have been sent to the County Clerks for distribution, through the Local Superintendents.

Public School Registers can be obtained, upon application, from the County Clerks, through the Local Superintendents.